G203(P) MEDICAL STUDENTS' PAEDIATRIC PLACEMENT – HAVE WE GONE TOO FAR?

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Aims There have been recent difficulties in paediatric speciality recruitment and increased medical student intake numbers could risk putting strain on undergraduate clinical placement. We hope to explore the student experience of clinical placement in paediatrics and the variation based on hospital type and location.

Methods A retrospective review of feedback forms, from students completing their paediatric rotation between January and August 2019, was undertaken. Each student was allocated a single hospital site for the duration of their 7-week placement. The feedback form was organised under the following headings: facilities, induction and organisation, delivery of formal tuition on placement, learning environment and support, feedback, observed assessment during placement, and overall. Each heading consisted of several questions (marked on a numeric 1 to 10 scale) and free text comments. Hospitals were grouped into commute types; walking distance (teaching hospital), daily commute (DGH) and weekly commute (DGH requiring overnight stay). Kruskal-Wallis H testing was undertaken on numeric data. Free text comments were coded independently by two researchers. Thematic review was carried out together with an additional researcher.

Results 120 students responded – 28 walking distance, 62 daily commute, 30 weekly commute. Statistically significant differences were found in facilities, learning resources available, helpfulness of the staff and feeling part of the clinical team ($p < 0.05$). Post-hoc analysis showed a trend for worsening scores as commute distance increased, except for feeling part of the clinical team, where walking fared the worst.

The two key themes in the thematic analysis were 'learning' and 'social'. Learning subthemes: teaching, clinical opportunities and education facilities (e.g. library, Wi-Fi). Social subthemes: support from staff and social facilities (e.g. accommodation, social space). The induction and feeling part of the clinical team overlapped the learning and social themes.

Conclusion Location of paediatric placement impacts the student experience. We found a disparity between placement rating on student feedback forms, with those requiring weekly commute and therefore overnight stay, faring the worst. Analysis of free text comments highlighted the fact that access to learning was important but social factors such as feeling valued, clean accommodation, relaxing space were also key.

G204(P) ABSTRACT WITHDRAWN

G205(P) CONSULTANT PAEDIATRICIANS' EXPERIENCE OF RECENT MOVE OF RCPCH CPD DIARY TO KAIZEN: A REGIONAL SURVEY

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Aims To evaluate the consultant's experience of the recent shift from RCPCH CPD diary to Kaizen in July 2019 RCPCH has moved the consultant's CPD diary to Kaizen. Through this survey in the north east of UK, we are trying to assess what platform paediatric consultants were using before July 2019 and which one they are currently using. We also aim to collect data on consultants' opinion on these platforms and on the change implemented by the RCPCH.

Methods We sent through email an eight question survey on Survey Monkey to all regional consultant paediatricians.

Results

- We received 58 answers.
- 90% were aware of change in portfolio recommendation by RCPCH
- 94.83% had previously used Kaizen while supervising trainees
- 62% were not happy about the college removing RCPCH CPD diary
- 82.14% thought that the college should have informed the members before implementing this change.

Abstract G205(P) Table 1 Portfolio used by consultants

Before July 2019	After July 2019
RCPCH CPD Diary —75.86%	Kaizen CPD Diary — 43.10%
Clarity — 12.07%	Clarity — 25.86%
Paper records — 1.72%	Paper records — 1.72%
Other — 10.34%	Other — 27.59%

Abstract G205(P) Table 2 Consultant's opinion on RCPCH diary and Kaizen

RCPCH CPD diary evaluation	Kaizen evaluation
Excellent—12.73%	Excellent—3.45%
Very good— 18.18%	Very good —3.45%
Good— 30.91%	Good—5.17%
Reasonable— 25.45%	Reasonable—29.31%
Poor— 10.91%	Poor —32.76%
Very poor — 0%	Very poor —22.41%
Never used it— 5.45%	Never used it— 3.45%

- RCPCH CPD diary was the most popular choice (>75%), followed by Clarity, but premier IT, e-Prep, Evernote and own records were also used (table 1).
- Currently only 43.10% are using Kaizen. More than half feel that with Kaizen software is either poor or very poor.

Conclusion Most Consultants were using RCPCH CPD diary but use of Kaizen to record CPD has dropped significantly and there is move towards using Clarity or other electronic platforms.

Most consultants rated previous RCPCH CPD diary reasonable to excellent. More than half rated their experience with kaizen either poor or very poor (table 2).

Most consultants were unhappy that RCPCH CPD diary was removed and wished the college had informed before this change.